

**IMPROVING RECOUNT TEXT READING  
COMPREHENSION ACHIEVEMENT OF THE EIGHTH  
GRADERS OF SMP NEGERI 53 PALEMBANG THROUGH  
WINDOW NOTES STRATEGY**

**A Thesis**

**By**

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**English Education Study Program**

**Language and Arts Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG  
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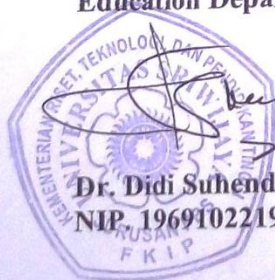
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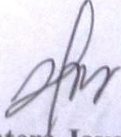
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## THESIS DEDICATION

*This thesis is dedicated to:*

- ❖ *my parents, my father (Ahd. Pandi) and my mother (Farida). The greatest thanks come to both of you. I have learned many things in this life because of you. Thank you for your support, love, and prayer.*
- ❖ *my brothers, who have taught me to be an independent sister. As a result, I become a woman who always handles my matters in my everyday life.*
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- ❖ *my lovely friends (Ridwan, Ana, Okta, and Kamiliyah). Thanks for all your sincere loves.*
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Palembang, April 2018  
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Uci Rahmawati

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**ABSTRACT**

The objectives of this study were to find out whether or not: (1) There was a significant difference in reading comprehension achievement of recount text between the students who were taught through Window Notes strategy and those who were not and (2) There was a significant difference in the students' reading comprehension achievement of recount text after they were taught through Window Notes strategy. The sample of the study which was chosen by using purposive sampling method was 64 eighth graders of SMP Negeri 53 Palembang. They were divided into two groups, the experimental and the control groups which consisted of 32 students in each group. In collecting the data, the pretest and posttest were given to the groups. The data were analyzed by using Independent Samples *t*-Test and Paired Samples *t*-Test. The results of Independent Samples *t*-Test showed that there was a significant difference in reading comprehension achievement of recount text between the students who were taught through Window Notes strategy and those who were not as the  $p$ -value (0.000) was lower than 0.05 which showed that the null hypothesis ( $H_{01}$ ) was rejected and the alternative hypothesis ( $H_{a1}$ ) was accepted. The results of Paired Samples *t*-Test showed that there was a significant difference in the students' reading comprehension achievement of recount text after they were taught through Window Notes strategy since the  $p$ -value (0.000) was lower than 0.05 which indicated that the null hypothesis ( $H_{02}$ ) was rejected and the alternative hypothesis ( $H_{a2}$ ) was accepted. In brief, Window Notes strategy was effective to improve the recount text reading comprehension achievement of the eighth graders of SMP Negeri 53 Palembang.

*Keywords: reading comprehension, Window Notes strategy*

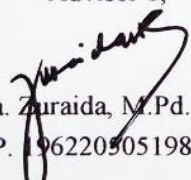
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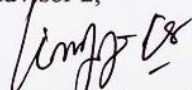
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of study, the problems of study, the objectives of study, and the significances of study.

#### **1.1 Background**

Reading is one of the four language skills which is identified as paramount importance in English teaching and learning process besides listening, speaking, and writing (Brown, 2001). Reading also plays an important role on students' success academically not only at school but also in their life. Reading can make students open up horizons and see the world as it is the world window. The more they read, the more they obtain knowledge because reading is the first step on the road to learning. Reading is also a knob of the door opening students' knowledge from unknown to the known. For example, if students read short stories, newspapers, or novel, they may find some new terms or words which they have not known anyway.

Reading also has some benefits for students' writing skill. The more they read, the better they can write. Reading provides the opportunities for students to learn a language: vocabulary, grammar, punctuation, spelling, and the way to construct sentences, paragraphs, and texts. Harmer (1998) states that reading texts can give good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

In addition, reading cannot be separated from comprehension because its purpose is to comprehend what has been read. Without having any comprehension from the text which is read, it means that the activity is meaningless. According to Richards and Renandya (2002), reading for comprehension is the main purpose of reading skill.

Grabe and Stoller (2002) reveal that academic success depends on students' ability in comprehending the language in the texts. For example, when

students intend to get information from reading, they need to comprehend what is being read so that the information which they get will be on the right track.

As stated in Education National Standard Board (Badan Standar Nasional Pendidikan/BSNP) Year 2017, English is tested in National Examination in the form of reading comprehension. So, it is very important for students to be taught reading comprehension ability in order to achieve good score.

However, the ability of reading comprehension of Indonesian students is still poor. It can be seen from the result of the Programme for International Student Assessment (PISA) in 2015 that the reading average score of Indonesian is 397 (62nd rank out of 70 countries) while the mean score of PISA 2015 is 493 (OECD, 2016). It reveals that the students have serious difficulty in reading as a tool to advance and extend their knowledge and skills in other areas. Besides, a study conducted by Central Connecticut State University (CCSU) in March 2016 entitled “World’s Most Literate Nations (WMLN)” placed Indonesia as the 60th most literate nation out of 61 nations (CCSU, 2016). Indonesia’s rank was above only Botswana (61st), and below fellow ASEAN member, Thailand (59th). PIRLS (2012) also showed that Indonesian students’ reading literacy was not good. Indonesia was in the 42nd rank of 45 countries with the average score of only 428 whereas the PIRLS scale counterpoint was 500 (IEA, 2012).

The data released by the Education Ministry for students’ results in National examination of Junior High School of English subject in 2017 showed that Indonesian students nationally got low achievement in English. In 2016, the average score for English subject was 57.17 while in 2017 the score was 50.18 (Kemdikbud, 2017). In addition, Surip (2016), who did a research in Public Junior High Schools in District of Ilir Barat I Palembang, discovered that the mean score of the students’ reading comprehension achievement was 62.75. A research conducted by Sani and Saputera (2016) for the eighth graders of SMP Negeri 52 Perumnas Talang Kelapa Palembang also showed that the students’ reading comprehension achievement was still low. The mean score was only 68.26. It can be concluded that reading comprehension in English needs much more attention to be learned and taught to Indonesian students.

Moreover, the strategy used by the teacher in teaching reading was not interesting. The teacher just asked them to read aloud a text, translate it, and do exercises. The result of the study conducted by Amilia (2016) which focused on reading comprehension achievement of recount text at SMPN 7 Jember showed that the students achieved low mean score for the reading test, that was 57.30. The problems were the students only read the passage without knowing the meaning of words, in other words they had lack of vocabulary, they were lazy to read even when they were given a reading task, and when they experienced difficulty in doing reading task, they cheated from other students. It can be concluded that the students have low ability of reading comprehension.

Problems in English reading comprehension were also faced by students of SMP Negeri 53 Palembang where the writer conducted this study. Based on the interview result which the writer did to the English teacher of that school, the first problem was that the students did not know the meaning, in other words, they had lack knowledge of vocabulary. Second, the process of teaching and learning English especially reading only used textbook. The English teacher introduced the text from the textbook, read the text to the students, asked the students to read the text, checked their pronunciation, and asked them about the meaning of the text, then gave exercises that were related to text. The English teacher of the eighth graders in the school also stated that the students' mean score was also unsatisfactory as they could not achieve the minimum passing grade (KKM/Kriteria Ketuntasan Minimal) for English subject, that was 75.

Considering the facts above, the appropriate strategy is really needed for teaching and learning reading comprehension. There are many strategies which can be applied by teachers for teaching reading. One of them is Window Notes strategy. Silver, Strong, and Perini (2007) state that Window Notes strategy is a strategy which have students create a powerful note making framework which consists of four specific areas that can make them deepen their comprehension by thinking as they read and learn a text, develop the capacity to reflect on, and improve their performance as readers. The four areas are facts, questions, ideas, and feelings.

Silver, Jackson, and Moirao (2011) state that window notes is derived from task rotation and it applies the power and benefits of thinking in all four styles to the note making process. The styles are mastery, understanding, self-expressive, and interpersonal style. The strategy is signified as a note making strategy which is a creative act as there is an engagement of the students' mind to perform the styles in the forms of ideas, feelings, questions, and facts.

The steps of Window Notes strategy are: teacher introduces and models the strategy by showing students how to collect facts, questions, ideas, and feelings in relation to a particular text, and then asks them to divide a blank sheet of paper into a window-shaped organizer of four quadrants. Students label the quadrants of *Facts*, *Questions*, *Ideas*, and *Feelings*. They are asked to focus on reading a text, pay attention, and organize their thoughts in four specific areas: (1) Facts: Students take some facts from the text, (2) Questions: Students make some questions based on their own personal questions which can be made after they read the text, (3) Feelings: Students make statements based on what they feel in relation to the text they read, and (4) Ideas: Students make their ideas in some statements which come after they read the text and share their own opinion which is related to their lives. Teacher introduces the text to be learned, has students collect different kinds of notes, and invites them to share their notes with the class. The students also conduct a discussion and have some reading exercises from teacher.

Meanwhile, Waterman (2013) says that Window Notes strategy may motivate students to record information from a variety of learning styles. This strategy asks students to focus on the facts and concepts embedded in the information (mastery style), how they feel about that information (understanding style), what questions they have about it (interpersonal style), and what ideas come to their minds that they might draw to remember the topic (self-expressive style).

Window Notes strategy could help students to improve their competence in reading comprehension. Since some causes why students had low ability in reading were related to the mastery of vocabulary, learning material, and strategy

used by teacher, Window Notes strategy could be applied to solve their problems and improve their ability. The strategy asked students to give more attention to text they read because they must make notes based on the text they read. Therefore, students will check the unknown words from the text on dictionary and it will increase their curiosity in English words. Moreover, the learning materials were not only from students' book but also from some sources in the internet which were appropriate to be used and interesting for them. The strategy was also interesting for them because they needed to create their knowledge and thoughts in four frameworks which were related to their experiences.

There were several studies which showed that Window Notes strategy could work for students in improving students' reading comprehension and interest in reading. The research conducted by Barruansyah in 2012 entitled "The Effect of Using the Window Notes Strategy toward Reading Interest of the Second Year Students at State Junior High School 11 Dumai" showed that the strategy gave significant influence on students' interests in reading. Then, the study entitled "Teaching Reading by Combining REAP and Window Notes Strategies for Senior High School Students" by Fitri and Yulizar in 2013 showed that those strategies can help students to understand, comprehend the text easily, and make them to be motivated and interested in reading text to improve their ability in reading comprehension. Besides, the study entitled "Teaching Reading Narrative Text by Using Window Notes Strategy to the Eighth Grade Students of SMP Muhammadiyah 4 Palembang" written by Ariesca and Marzulina in 2016 also showed that window notes strategy gave positive effect to students' reading comprehension achievement of narrative text. Therefore, it can be concluded that the window notes strategy can be a good alternative strategy for improving students' reading comprehension.

In this research, the writer used recount text as the text type of reading comprehension. It is stated in 2006 School-Based Curriculum (KTSP) which is used by the school that there are some text types which students have to master, such as descriptive, recount, and narrative. For the first semester, the text types are descriptive and recount, and for the second semester, the text types are recount

and narrative. The writer focused on recount text as the text type since based on the interview between the writer and the teacher of English of SMP Negeri 53 Palembang, most students got difficulty in recount text because they sometimes got confused about the language features used in recount text. For example, the change of the verbs which they have to use the tenses in past form, but they still lack knowledge about that.

Based on the explanation above, the writer conducted a study entitled “Improving Recount Text Reading Comprehension Achievement of the Eighth Graders of SMP Negeri 53 Palembang through Window Notes Strategy”. In this study, the writer wanted to find out whether or not Window Notes strategy could improve students’ reading comprehension achievement of recount text.

## **1.2 The Problems of Study**

The problems of the study were stated in questions as follows:

1. Was there any significant difference in reading comprehension achievement of recount text between the students who were taught through Window Notes strategy and those who were not?
2. Was there any significant difference in the students’ reading comprehension achievement of recount text after they were taught through Window Notes strategy?

## **1.3 The Objectives of Study**

Based on the problems of the study above, the objectives of the study are as follows:

1. To find out whether or not there was a significant difference in reading comprehension achievement of recount text between the students who were taught through Window Notes strategy and those who were not.
2. To find out whether or not there was a significant difference in the students’ reading comprehension achievement of recount text after they were taught through Window Notes strategy.



#### **1.4 The Significances of Study**

The writer expected that this study would be beneficial and gave positive effect toward the English Language Teaching (ELT) for teachers, students, and other researchers. For teachers, they could have many strategies to create a teaching process in the class. One of them was to apply Window Notes strategy in teaching reading comprehension. For students, they could easily learn, be motivated to study reading text, and improve their achievement for reading comprehension achievement. As a result, the students' proficiency would be better and improved. After all, hopefully this study could be a reference for the next studies.

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